

ESL IV

ESL IV Course Description:

High Intermediate: Students at high intermediate proficiency are able to function well in most everyday situations but still require academic language support. They may have difficulty understanding text beyond the literal level. They often make errors in structure and idiomatic language. The curricular focus is on more advanced applications of literacy skills.

ESL Course Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

ESL IV: (High Intermediate) Learning Expectations:

Listening

ESL IV.L.1 Students will show understanding of academic vocabulary.

ESL IV.L.2 Students will demonstrate an understanding of various forms of oral communication.

Speaking

ESL IV.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

ESL IV.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

ESL IV.S.3 Students will use appropriate sentence construction for clear communication.

ESL IV.S.3 Students will use appropriate language functions to obtain and give information.

ESL IV.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

Reading

ESL IV.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

Writing

ESL IV.W.1 The student will develop the structural skills of the writing process.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

ESL IV Student Performance Indicators:

Listening

ESL IV.L.1 Students will show understanding of academic vocabulary.

- a. Demonstrate understanding of everyday vocabulary including singular and plural regular and irregular nouns and action verbs.
- b. Demonstrate understanding of prepositions of place and time.

ESL IV.L.2 Students will demonstrate an understanding of various forms of oral communication

- a. Recognize simple statements (SV or SVO in the past, present, and future tenses) that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
- b. Demonstrate an understanding of verbal directions using words pertaining to two identifying criteria.
- c. Identify the main idea of an appropriate-level passage.
- d. Answer literal or inferential oral comprehension questions
- e. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- f. Understand classroom directions (e.g., schedules, homework assignments).
- g. Demonstrate understanding of sequences of events after listening to a short simple passage that is read orally (e.g., determine “what happened second”).
- h. Demonstrate literal understanding of simple sentences.
- i. Recognize personification.

Speaking

ESL IV.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

- a. Intelligibly pronounce basic vocabulary
- b. Pronounce the –s endings of plural nouns.
- c. Pronounce the –ed endings of regular past tense verbs.
- d. Use correct intonation when using tag questions.

ESL IV.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

- a. Demonstrate knowledge of the use of comparative and superlative adjectives using more or most.
- b. Demonstrate understanding of the use of regular and irregular verbs (e.g., name a representation of an action verb).

ESL IV.S.3 Students will use appropriate sentence construction for clear communication.

- a. Formulate compound sentences.
- b. Show ability to use the following verb tenses accurately with verbs: present, past, present continuous (e.g., Give a complete sentence answer to questions that require the use of various forms of verb phrases.)
- c. Use the correct form of modal auxiliary can + base form of verbs.
- d. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
- e. Use quantifiers (e.g., a couple of, a few, several, and many) with count nouns.
- f. Use articles (“a (n)”, “the” or Æ) in context.
- g. Demonstrate an ability to use prepositions of time, place and position.
- h. For a sequence of pictures, explain in simple sentences with few errors what the pictures are illustrating.
- i. Provide personal information.
- j. Tell the use or purpose of familiar objects.

ESL IV.S.3 Students will use appropriate language functions to obtain and give information.

Use the following language functions to communicate effectively in grade-appropriate settings: asking permission; making and accepting apologies; inviting; expressing needs and wants.

ESL IV.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

- a. Explain a personal preference.
- b. Express an opinion about an issue.
- c. Explain a few steps involved in completing a short activity.
- d. Describe a places, people or things with one adjective.
- e. Give directions based on a map.
- f. Describe and interpret information in chart or graph.

Reading

ESL IV.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

- a. Read aloud short sentences that are statements, questions, and exclamations with understandable intonation (e.g., rising pitch at ends of questions).
- b. Read aloud complex passages with few errors.
- c. Read aloud short passages at a rate appropriate to proficiency level.
- d. Build vocabulary by reading and viewing from a wide variety of sources.
- e. Identify antonyms
- f. Identify synonyms.
- g. Show knowledge of the meaning of common prefixes, suffixes, and word roots.

- h. Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
- i. Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly
- j. Determine the meaning of unfamiliar words by using knowledge of individual known words.
- k. Determine the meaning of familiar vocabulary words with multiple meanings line, steep prices).
- l. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- m. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
- n. Determine the answer to a literal or simple inference question regarding the meaning of a simple passage.
- o. Determine the antecedent of a personal pronoun.
- p. Show understanding of the order of events within a sequence or a process (e.g., put a set of simple sentences into chronological order).
- q. Identify the main idea or main topic when it is explicitly stated.
- r. Predict what would most likely happen next in a narrative.
- s. Identify the main character and all other important characters in a story.
- t. Infer characters' feelings at different points in a story.
- u. Identify the main character’s problem in a simple story (e.g., what is the main character trying to accomplish in the story?).
- v. Demonstrate an understanding of the most important details in a simple story.
- w. Differentiate among the literary elements of plot, character, and setting In a simple story
- x. Use various text features to locate information (e.g., graphs, maps, charts, and diagrams).

Writing

ESL IV.W.1 The student will develop the structural skills of the writing process.

- a. Print in upper- and lower case.
- b. Write dictated words and sentences.
- c. Write the correct form of verbs in agreement with count and non-count noun subjects.
- d. Write the correct form of modal auxiliaries can and may + base form of the verb
- e. Form possessive nouns correctly (e.g., Bill’s coat).
- f. Write the correct form of irregular count plurals (e.g., child/children).
- g. Use indefinite articles “a” and “an” correctly with count nouns.
- h. Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person).
- i. Use demonstrative pronouns appropriately (e.g., “These are apples”).
- j. Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

- k. Use indefinite pronouns with correct subject-verb agreement.
- l. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- m. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., “my,” “mine,” “your,” “yours,” “myself”).
- n. Spell high-beginning words.
- o. Spell common contractions.
- p. Use periods at the ends of sentences.
- q. Use question marks at the ends of questions.
- r. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- s. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- t. Use commas in addresses.
- u. Use commas after introductory “yes” or “no.”
- v. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
- w. Use commas joining two independent clauses with “and” “but” and “or” (e.g., “You can stay here, or you can go home.”)
- x. Use commas after transition words e.g. first, next, finally etc.
- y. Use quotation marks with direct quotations and with the correct periods and commas (e.g., Mike said, “I want a new skateboard.”)
- z. Use hyphens correctly routinely hyphenated words.
- aa. Capitalize the first word in a sentence.
- bb. Capitalize titles of people.
- cc. Capitalize names of cities, states, and countries.
- dd. Capitalize names of books
- ee. Capitalize all salutations and closings.
- ff. Capitalize beginning of direct quotations.
- gg. Capitalize street names.
- hh. Capitalize mountains, rivers, and lakes.
- ii. Write complete, grammatical sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- jj. Write compound sentences with “and” and “but”.
- kk. Formulate negative sentences without double negatives.
- ll. Formulate simple negative sentences with “be,” “do,” and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements (e.g., “He is not here.” “Manuel does not play Nintendo.” “Cara cannot ski.”).
- mm. Identify run-on sentences and sentence fragments.
- nn. Use subordinating conjunction “because” to connect a dependent clause to an independent clause (e.g., “I am hungry because I didn’t eat lunch.”).
- oo. Write a descriptive paragraph with a topic sentence and several supporting ideas.
- pp. Write a narrative paragraph that discusses events chronologically.
- qq. Write a friendly letter.
- rr. Determine the most effective order of sentences in a paragraph.
- ss. Practice a variety of prewriting activities and organizational strategies to generate, focus, and organize ideas.
- tt. Research information.

- uu. Select the most appropriate title for a passage.
- vv. Choose the topic sentence of a paragraph.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

Sample Tasks:

Sharing and requesting information
Expressing needs, feelings, and ideas
Using non-verbal communication in social interactions
Getting personal needs met
Developing relationships with others
Engaging in transactions
Following oral and written directions, implicit and explicit
Requesting and providing clarification
Participating in full class group and pair discussions
Asking and answering questions
Requesting information and assistance
Negotiating and managing interaction to accomplish tasks
Explaining actions

Elaborating and extending other people's ideas and words
Expressing likes, dislikes and needs
Selecting the appropriate register or degree of formality to use with different audiences by using standard English and vernacular dialects appropriately
Using writing for social purposes
Responding to and using slang, idioms, and humor appropriately
Determining when it is appropriate to use a language other than English
Determining appropriate topics for interaction
Understanding and respecting multi-cultural and ethnic diversity

Linkages:

English Language Learners will listen, speak, read, and write in English throughout all content areas to help ensure that children who are limited English proficient, including immigrant children and youth, achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. All students are expected to achieve to the same high standards in Tennessee.